



**LYNCOURT** UNION FREE  
SCHOOL DISTRICT

# K-8 Comprehensive School Counseling Plan

Lyncourt Union Free School District  
2707 Court Street  
Syracuse, New York 13208  
Adopted by the Lyncourt Board of Education July 9, 2019



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## **Lyncourt Union Free School District K-8 Comprehensive School Counseling Plan**

### **Introduction**

This K-8 School Counseling Plan is designed to be a resource for the Lyncourt School staff and the Lyncourt Union Free School District educational community. The plan supports the overall mission of the school district to partner with our community to educate all learners so they may reach their full potential.

### **Lyncourt School Counseling Personnel**

Amy MacCaul, School Counselor K-8

Kelly Schroeter, School Psychologist K-8



## **Lyncourt's 21st Century School Counseling Plan**

This plan has been designed to meet the educational demands of the 21<sup>st</sup> century in order to better serve the Lyncourt school community. A 21<sup>st</sup> century counseling program is one that is results-based, comprehensive, developmentally-appropriate, proactive in nature, and designed to reach every student. When developing and implementing such a program, it is necessary that school counselors hold a wide range of skills that go beyond the essential counseling skills. In order to provide a data-driven program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaborations and data analysis. With this in mind, the Lyncourt school counselors have utilized a variety of professional development opportunities to further develop their skills. By focusing on these areas they are also capable of carrying out the needs of a 21<sup>st</sup> Century school counseling plan.

The Lyncourt school counseling team members are seen as leaders, advocates and vital educators for the entire district. They are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first, a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development supports, and classroom guidance plans.

Our comprehensive school counseling model values content, process and accountability. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors, with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K-12



student. It is recommended that the school counselor to student ratio be 1:250 (maximum). The Lyncourt School Counseling Department strives to meet these recommendations and to provide research-based services in order to better serve our community. All staffing decisions are determined within the district's fiscal parameters and overall priorities.

Implementing this comprehensive school counseling program at Lyncourt will continue to help meet the demands of the 21<sup>st</sup> century educational system and will increase the continuity of services that are provided to our students. The services provided by our school counseling team play significant roles in the closing of a variety of achievement gaps and are a benefit to student learning. We believe our program, which will continue to adapt with educational changes and data results, can and will profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.



## **Requirements of a School Counseling Program**

The Lyncourt Union Free School District comprehensive counseling plan aligns with the amended Part 100 of the Commissioner's Regulations (effective September 2019).

### **The Program**

- I. The Lyncourt Union Free School District's comprehensive developmental counseling program includes all students K-8.
- II. All Lyncourt students K-8 have access to a certified school counselor.
- III. The Lyncourt K-8 counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; address multiple student competencies including career/college readiness standards, academic, and social/emotional development standards. For students in grades K-5, the program is designed by a certified school counselor in coordination with instructional staff.

### **The Services**

- I. The Lyncourt K-5 counseling program is designed:
  - A. To prepare students to participate effectively in their current and future educational programs,
  - B. To provide information related to college and careers,
  - C. To assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and
  - D. Where appropriate, to make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports.
- II. Certified school counselors provide students at Lyncourt Grades 6-8 with an annual individual progress review plan, which reflects each student's educational progress and career plans; for a student with a disability, the plan shall be consistent with the student's individual education program.
- III. For students in all grades K-8 the program includes the following activities or services:
  - A. School counseling core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development by an certified school counselor.



- B. Direct student services to enable students to benefit from the curriculum
  - 1. Responsive services
  - 2. Crisis response
  - 3. Group counseling
  - 4. Individual counseling, appraisal, assessment and advisement
  - 5. Assisting students to develop and implement postsecondary education and career plans
  - 6. Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
  - 7. Encouraging parental involvement
- C. Indirect student services that enable student to benefit from their education
  - 1. Referrals to appropriately licensed or certified individuals
  - 2. Consultation and/ or collaboration with others
  - 3. Leadership, advocacy, and teaming activities

## **The Plan**

- I. The Lyncourt UFSD has developed a district-wide, comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:
  - A. Developed by or under the direction of a certified school counselor
  - B. The plan will be updated annually & a report will be presented to the board of education
  - C. The plan is filed in the district office and is available for review by any individual
  - D. The plan presents program objectives, which describe expectations of what students will learn
  - E. Activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results

## **Counseling Advisory Council (CAC)**

- I. The Lyncourt UFSD will develop and maintain a counseling program advisory council.
  - A. Membership will include representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists).



- B. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.
- II. The purpose of the council is to provide feedback on program goals (developed and explained by the school counselor), review program results (based on data presentations by the school counselor), make recommendations about the school counseling program, and serve as advocates for the program.
- III. The charge of the **CAC** is to address key paradigm shifts that pertain to quality control (doing the right things), quality assurance (ensuring what is done meets the needs of customers) and strategic positioning.
- IV. Recommendations shall be formulated, documented and made available to the school administration and counseling staff to solidify a plan for completion. Further, the recommendations and corresponding action plan shall be shared with the superintendent, who shall then share said documentation with the Board of Education.





## **The Essential Role of the School Counselor**

All essential educators are committed to providing the optimal educational experience for their students through their academic journey. The teacher, the administrator, the school counselor, and the school psychologist are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The teacher has the hands-on position of working with children day to day. They are with students for most of their waking day. As it is with parents, teachers are in the "middle of it all". And because they are concerned with teaching their curriculum, managing the class as a whole, reporting to the administration, it is sometimes difficult for them to see the needs of the individual student. This is quite understandable, they are managing their class on a macro level, while trying to identify the micro needs of 20 or more students.

The role of the school counselor is one that is growing with the times. As our society faces increasing challenges - financial, cultural, social - so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

The school counselor is often thought of as the intermediary of all activities contributing to the education of all children, but intermediary often connotes an "after-the fact" contribution. The school counselor has the challenging role of warding off "situations" or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is an important part of the role of the school counselor. Equally as important though, is the counselor's job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future. The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational career to become their personal best. The balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels. It is an indispensable, monumental and forward-thinking position, which is irreplaceable in the education of a child.



## The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

1. Acknowledges the work of school counselors as advocates for students.
2. Creates results-based counseling programs that support diverse student populations.
3. Helps to close learning gaps.
4. Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
5. Is guided by developmentally appropriate and goal-oriented student competencies.

ASCA's National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. The **foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. The **management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements of responsibility, use of data, action plans, and time and task analysis, and monthly calendars.
3. The **delivery system**, which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
4. The **accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

Both the National Model for School Counseling Programs and Lyncourt's Comprehensive School Counseling Programs speak to the importance of accountability and having an organizational framework that documents and demonstrates "how students are different as a result of the school counseling programs." A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to showing how school counselors are key players in the academic success for all students.



## **FOUNDATION**

### **Mission & Beliefs**

The mission of the Lyncourt's School Counseling Department is to provide a comprehensive counseling and guidance plan that will assist all students in acquiring the skills, knowledge and attitudes needed to become successful students, responsible citizens, and lifelong learners. This aligns with the District's mission: *The Lyncourt Union Free School District, in partnership with the community, is committed to educating all learners to reach their full potential.*

#### School Counseling Belief Statements

The following principles are the foundation for the Lyncourt School Counseling Program:

The Lyncourt School Counselor and Psychologist believe:

- All students can learn and should be given the opportunity to do so.
- All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.
- Learning involves the education of the whole person and is a continuous lifelong process.
- All students have the right to participate in the school counseling program.
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.

The Lyncourt School Counseling Program will:

- Be student-centered and based on specified goals and developmental student competencies.
- Include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.
- Consider all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.
- Be data-driven. The data will be used in assessing the needs and effectiveness of the school counseling programs, driving future program development and evaluations.



The Lyncourt School counselor:

- Will hold state certification and have a Master's Degree in School Counseling.
- Will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
- Will abide by the professional school counseling ethics as advocated by the American School Counselor Association (ASCA).
- Will participate in professional development essential to maintaining a high-quality school counseling program.

### **American School Counselor Association Student Mindsets/Behaviors**

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

**Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

**Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

**Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions to learn and apply interpersonal skills.



## **MANAGEMENT and DELIVERY SYSTEM**

### **Roles and Responsibilities of Lyncourt UFSD Counseling Staff**

The Counseling Team in the Lyncourt Union Free School District consists of the School Counselor and the School Psychologist. The individual expertise of each member provides students with the highest level of professionalism towards achieving success in a K-8 educational setting.

The Counseling Team members generally:

- Collaborate and consult with administrators, educators, parents, and other service providers in achieving student success
- Advocate for students' academic, social, personal, and emotional needs
- Participate in parent-teacher conferences
- Consult with teachers to assist in creating classroom lessons on academic, social, and life skills
- Provide individual/group counseling and mediation, including Individualized Education Program (IEP) and 504, individual and group counseling
- Providing ongoing group counseling for students focusing on self-esteem, grief, social skills, coping skills, divorce/separation, and anger management
- Provide crisis intervention, risk assessment, and ongoing evaluation
- Attend meetings for Committee on Special Education, RTI data team (Child Assessment Response Team - CARE), Social Emotional Team (SET), 504 Committee, and Committee on Preschool Special Education
- Provide staff in-service training when appropriate
- Are mandated reporters for Child Protective Services
- Serving as liaisons for programs including Child Protective Services (CPS), Probation, Person in Need of Supervision (PINS), and appointed law guardians
- Collaborating with outside mental health professionals to coordinate care for students and families in treatment
- Serve as "point of entry" liaison for students entering or leaving mental health facilities
- Participate in professional development activities through professional memberships



## **Roles and Responsibilities School Counselor**

School Counselors are New York State certified professionals with a Master's Degree in School Counseling or related discipline.

School Counselors' responsibilities may include, but are not limited to:

- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Presenting classroom instruction on high school course selection and graduation requirements
- Counseling students at-risk and exploring alternative programs
- Advising and scheduling new students
- Assisting in Master Schedule development and implementation
- Monitoring academic progress for students
- Processing Summer School registration
- Developing and monitoring Counseling Department budget
- Implementing and coordinating services for homeless students within the district
- Participating in new student orientations and assisting with students transitioning into the District
- Coordinating outside agencies that present on personal safety and internet safety - McMahon Ryan Advocacy Center, Vera House and the District Attorney's office



## **Roles and Responsibilities School Psychologist**

School Psychologists are New York State certified professionals with a Master's Degree, Educational Specialist Degree, or a Certificate of Advanced Study in School Psychology.

School Psychologists' responsibilities may include, but are not limited to:

- Conducting and reporting on psychological and psycho-educational evaluations
- Conducting Functional Behavioral Assessments (FBA's)
- Generating and tracking Behavioral Intervention Plans (BIP's) utilizing information yielded from Functional Behavioral Assessments (FBA's)
- Implementation of appropriate behavioral modification approaches through staff consultation
- Consultation with parents, staff and outside agencies regarding individual student development and needs
- Addressing social/emotional/behavioral learning needs through classroom lessons and/or programs when appropriate
- Providing Individualized Education Programs (IEP) and 504 individual and group counseling
- Serving as a New York State Education Department legally mandated member of the Committee on Special Education (CSE) and Committee of Preschool Special Education (CPSE)
- Serving in capacity as subcommittee CSE Chairperson for meetings as needed
- Assisting in the writing and development of student Individualized Education Programs (IEP's)
- Observing and recording information on students that are educated in facilities outside of the District
- Coordinating and participating in the screening process of new entrants to the School District
- Conducting cognitive, social/emotional, behavioral and/or motor screenings
- Evaluating appropriate alternative education programming and placement



## **ACCOUNTABILITY**

### **Counseling Service Goals for Grades K – 8**

- Goal 1      K-8: Provide direct support to students in the following areas:
- Academics
  - Behavioral, social and/or emotional concerns
  - Attendance
  - Parent/family support
- Goal 2      K-8: Provide education concerning the awareness of self and others
- Goal 3      K-8: Provide opportunities for students to begin career exploration, conceptualize high school and post-high school plans/goals and teaching daily living skills





## GOAL 1

Provide direct and indirect support to students in the following areas: Academic, Behavioral/Social and/or Emotional concerns, Attendance and Parent/Family support

## TARGET POPULATION

Students in grades preK-8

## OBJECTIVES

Students will:

- Demonstrate an understanding of their present academic status, achievement levels and educational requirements
- Demonstrate an understanding of their behavioral/social and/or emotional concerns
- Understand the importance of attendance and participation in school through parent/family support

## ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Parent/family feedback
- Teacher feedback
- Feedback from students
- Report cards



**GOAL 1: Provide direct and indirect support to students in the following areas:  
Academic, Behavioral/Social and/or Emotional concerns, Attendance and  
Parent/Family support**

ACTIVITIES	TARGET GROUP	STAFF	OTHER RESOURCES	DATES	EVALUATION
Screening of new entrants	preK and Kindergarten	UPK Teachers Kindergarten Teachers Speech Therapists School Nurse Data Coordinator	Preschool data, screening instrument, parent information, observations	May-June September	Review of records Parent input Staff input
Record review of new entrants	preK-8	Principal School Counselor School Psychologist Instructional Specialist Teacher Data Coordinator	Transfer records Phone contact with previous district	Sept-June	Review of records Parent input Staff input
Placement/Transition meetings	PreK-8	School Psychologist School Counselor Principal CPSE/CSE Team	Teacher reports RTI data AIMS Web	Sept-June	Review of records Parent input Staff input
Identify Students in need of Remediation	preK-8	School Psychologist School Counselor Principal Instructional Specialist Teachers	RTI data AIMS Web NYS Assessments	Sept-June	Review of records Parent input Staff input
Formal/Informal Behavioral Assessments/ Interventions	preK-8	School Psychologist School Counselor	Behavioral Screenings Discipline Referrals Consultation with Staff	Sept-June	Review of records Parent input Staff input
Improving Student Attendance	preK-8	School Psychologist School Counselor School Nurse Teachers	School Tool Data DSS Contacts Parent Contact	Sept-June	Review of records Parent input Staff input
Individual, Group and Crisis Counseling	preK-8	School Psychologist School Counselor	IEP's Student Records Outside Evaluations Counseling Materials	Sept-June	Student Performance Observations Parent, Teacher, Student Input School Records
Crisis Intervention	preK-8	Administration School Psychologist School Counselor	Staff Input Parent Input Student Input	Sept-June	Discipline referrals Student performance
Maximize Home/School Connection	preK-8	Principal School Psychologist School Counselor School Nurse Teachers Director of Special Education	Parent/Teacher Conferences Parent Meetings Act as a Liason Communication with Outside Agencies SchoolTool	Sept-June	Parent input Staff input Student observations



Individual Progress Review Meetings	6-8	School Counselor	Student Records Student Input	Sept-June	Parent input Staff input Student input
Psychological/Psycho-Educational Evaluations	K-8	School Psychologist		Sept-June	CSE recommendations Student performance
RTI Data Meetings	K-8	CARE Team School Psychologist		Sept-June	Staff input Observations
Consultation with Outside Service Providers	preK-8	School Psychologist School Counselor	ARISE Social Worker	Sept-June	Parent input Review of records
Master Schedule Development	preK-8	Principal School Counselor Director of Special Education		Sept-June	Staff input
CPSE/CSE/504 Meetings	preK-8	School Psychologist School Counselor Director of Special Education		Sept-June	Staff input Review of records Parent input



## GOAL 2

Provide and coordinate education concerning the awareness of self and others.

## TARGET POPULATION

Students in grades preK-8

## OBJECTIVES

Students will:

- Demonstrate an understanding/awareness of self and others

## ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Parent/family feedback
- Review report cards
- Teacher feedback



GOAL 2: Provide and coordinate education concerning the awareness of self and others

ACTIVITIES	TARGET GROUP	STAFF	OTHER RESOURCES	EVALUATION
Positivity Project	preK-8	Positivity Project Committee	Monthly recognition program Character education assemblies	Student performance Discipline referrals Safety Survey
PBIS	K-8	PBIS Committee	Monthly rewards program Character education assemblies	Student performance Discipline referrals Safety Survey
Second Step Social Emotional Learning	preK-6	Director of Special Education Teachers School Counselor School Psychologist		DESSA
Individual and Group Counseling	preK-8	School Counselor  School Psychologist	Counseling Materials Outside Evaluations Student, Staff, and Parent Input Peer Mediation Social Skills Groups	Staff feedback Student observations Discipline Referrals Parent feedback DESSA
Addressing ongoing bullying and harassment issues	preK-8	School Psychologist/ Dignity Act Coordinator School Counselor Principal	Individual counseling Peer mediation Collaboration with administration Family Contact	Discipline referrals DASA referrals Student performance Staff input



Body Safety And Personal Safety	preK-8	School Counselor coordinates	McMahon Ryan Agency Vera House	Pre/Post Tests
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### GOAL 3

Provide opportunities for students to begin/continue career exploration, conceptualize high school and post-high school plans/goals, and learn daily living skills.

### TARGET POPULATION

Students in grades preK-8

### OBJECTIVES

Students will:

- Begin/continue career exploration
- Conceptualize high school and post-high school plans/goals

### ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update progress using student and parent feedback concerning their educational and career planning
- Parent feedback regarding their child's educational and career planning process
- Review report cards
- Feedback from Teachers
- Review career planning material to ascertain they contain accurate information concerning steps needed to implement plan



GOAL 3: Provide opportunities for students to begin career exploration, conceptualize high school and post-high school plans/goals, and learn daily living skills.

ACTIVITIES	TARGET GROUP	STAFF	OTHER RESOURCES	DATES	EVALUATION
Career Exploration	preK-5	Classroom Teachers	Classroom Activities	Sept - June	Teacher Feedback
Career Exploration	6-8	FACS teacher Technology teacher School Counselor	Naviance Individualized surveys Class projects Student meetings	Sept - June	Student feedback Parent feedback
Creating post-secondary transition goals	7-8 with IEPs (when turning 15)	School Psychologist  Special Education Staff	Identifying long-term goals regarding career and adaptive skills Selecting course work to help achieve post-secondary goals	Sept - June	CSE IEP
Individual High School Planning Meetings	8	School Counselor	Review high school course selections Diploma options Regents exams Future goals High school requirements	Winter/ Spring	Individual meeting outcomes Parent feedback